

Brief Treatment Model

Quinnipiac University Team

*Trials and Tribulations of a Brief Treatment Model
Model in a University Counseling Center*

Terri Johnson, William P. Buick, Jennifer Zitser, & Carol Boucher, Quinnipiac University

College counseling centers have seen an increase in the number of students who are entering school with pre-existing chronic mental illnesses such as major depression, schizophrenia, generalized anxiety, bi-polar disorder and eating disorders as well as substance abuse and substance dependence (Beamish, 2005; Benton, Robertson, Tseng & Benton, 2003; Erdur-Baker, Aberson, Borrow & Draper, 2006; Rudd, 2004; Sharkin & Coulter, 2005). Consequently, many of these students are taking psychotropic medications that require monitoring by a physician or nurse practitioner. Owing to limited counseling resources at colleges and universities across the country, some counseling centers are providing short-term, brief treatment and implementing psychotherapy session limits (Jordan, Handel, Alvarez, & Cook-Nobles, 2004; Uffleman & Hardin, 2002).

Quinnipiac University is a private, coeducational university with 5,400 undergraduate and 2000 graduate students. The counseling center is housed in a central area of the campus and employs three professional mental health consultants. The center is open weekdays from 9 a.m.– 5 p.m. After hours and weekend emergency mental health triage care is provided by health services, security and residential life under the auspices of the Associate Dean of Student affairs. Because of the severity of symptoms and the number of students who need to be seen per semester, the Quinnipiac University Counseling Center has implemented a brief treatment model of care, with a referral to the community after six to eight counseling sessions.

During the initial interview with each student, counselors follow routine first session guidelines whether a clinical referral may be indicated. In addition they assess chronicity and compliance along with a preliminary diagnosis. Indicators for a referral and if it is made include: a student stating they are looking for consistent weekly therapy, a dual diagnosis in the beginning stages of treatment; a history of multiple providers or one long term provider; a acuity requiring close medication management; and axis II traits. As the first interview concludes, the students are invited to co-create their treatment plan. History and presenting issues are validated, and when indicated a recommendation for weekly therapy is made based on these criteria. The reality of the campus counseling center brief treatment model is explained. Insurance benefits are discussed, and the list of community providers who have been carefully selected and interviewed are presented. Students are matched with providers specializing in their treatment needs. Depending on the students' level of acuity, readiness, and maturity, parents may be contacted via informed consent at the end of the interview and engaged in the referral process.

When students are resistant or unsure, a second counseling session is scheduled in which presenting issues and the idea of weekly therapy can be further explored. A counselor may see a student several times during the week to further assess acuity. Students will be seen until they have connected to an outside provider and for one visit after their initial appointment. In other instances, students may be clearly opposed to outside therapy and a treatment plan is created for brief on campus counseling to address the most pressing treatment concerns. Students presenting with brief treatment needs are seen weekly or bi-weekly on campus, averaging six to eight sessions each. Students are given free, campus based counseling support to create a treatment plan; organize a critical path priority list and connect with campus resources including academic, social and ministry services. When indicated students are supported in scheduling additional counseling appointments with a personally selected provider in the community.

The referral process benefits the campus counseling system in several ways. Maximizing availability to a greater

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From the President

Rick Hanson
Rockhurst University

When I first got connected with ACCA many years ago at the national ACA convention, I knew I had found my professional home. I had tried several other professional organizations and divisions, but as a college counselor I was looking for colleagues who shared my struggles and triumphs, who were familiar with issues of college students and college administrators. Other organizations had good people, but they were not my people. If you are reading this article, I imagine that you too have found a home with ACCA.

As I begin my presidential year, I am very excited about the things that are in store for ACCA. Building on the vision and energy of past presidents and executive councils, this year's leadership team will continue to focus on the theme of advocacy. There are two needs we face as an organization if we are to fully utilize our influence for the advancement of college counseling.

The first is internal. As ACCA has grown and we have expanded our member benefits and resources, particularly a biannual conference, it has become increasingly difficult to effectively manage the organization with a rotating, all volunteer executive council. We have thrived to this point because of the selfless dedication of past governing councils. If we are to take the next step in meeting the needs of professional college counselors and further enhancing our member benefits, we must also enhance our leadership structure. Toward this end, the Executive Council voted in March, at the Detroit ACA Convention, to establish a Blue Ribbon Committee to explore options for association management. The Blue Ribbon Committee has begun meeting and is charged with submitting recommendations to the executive council by the Savannah conference next February. The committee is being chaired by Past President Perry Francis and also includes Past President Mark Freeman, past Executive Council member MJ Raleigh, and current Executive Council member Greta Davis. There are several options that the committee is exploring as they look at how other organizations have made the transition and what the specific needs are for our organization.

The second need is external. The executive council has also made a commitment to continue our efforts advocating for

college counseling through strategic collaborations with other related organizations. Our goal is to work with, rather than compete with, sister organizations representing college counseling. We will again partner with NASPA and the University and College Counseling Center Directors to present the Mental Health Conference from January 17 – 19, 2008 in Tampa, FL! We are in conversation with ACPA and APA Div. 17 SIG for College Counseling regarding projects on which we can collaborate to further the profession of college counseling. ACCA is providing financial support for a project initiated by the Texas College Counseling Association for the production of an advocacy DVD highlighting the roles and benefits of college counselors.

Finally, community college counselors we hear your voice! Last November at the Reno conference, a committee was formed to represent the issues and concerns of ACCA members whose professional identity and practice is grounded in the Community College setting. The Executive Council has been, and will continue to actively explore strategic opportunities to support the role of professional counselors in the Community College.

My view of advocacy is not simply self-promotion for ACCA. It is grounded in the sincere belief that college counselors, and those who train them, provide a valuable (indispensable) service to our clients and universities. Advocacy is a means of getting more and better resources into the positions where they can be most effectively used.

On behalf of the executive council, I value your feedback and input as we continue forward this coming year.

ACCA Fourth National Conference



“Opening New Channels in College Counseling”

Savannah, Georgia - February 6-9, 2008

For information visit:

<http://www.collegecounseling.org/conferences.html>

Call for Nominations

Paul Fornell
ACCA Past President

American College Counseling Association Awards

The American College Counseling Association is very proud to award outstanding member contributions in the following areas:

- * *Outstanding Professional Development*, going to a member who has created a professional development program that enhances our member's continuing education.
- * *Meritorious Service*, for an ACCA member who has shown superior service to their clients and to the profession of college counseling.
- * *Outstanding Professional Knowledge*, to a member who has shown through their scholarship an outstanding knowledge of professional college counseling.
- * *Advocacy for College Counseling*, which may go to an ACCA member or non member who has demonstrated an ability to enhance the counseling profession in either public or professional circles.
- * *Professional Leadership*, going to a member who has excelled in a leadership position at the local, state, regional or national level.
- * *Emerging Leaders*, who are either graduate students or new professionals who are making their mark in our field.
- * *Special Meritorious Service*, aptly named this award to goes to an ACCA member who has shown truly exception and consistent service to clients, colleagues and the profession at large.

For additional information please contact Paul Fornell at pfornell@verzion.net

You are strongly encouraged to nominate both your colleagues as well as yourself.

Call for Officers on Executive Council Nominations Positions to begin July 2009

The positions that will be open for '09 include:

- President-Elect
- Treasurer and
- State Divisions Member-at-Large

For additional information please contact Paul Fornell, ACCA Past President at pfornell@verizon.net. You are strongly encouraged to nominate both your colleagues as well as yourself.

Feel free to call Paul at 562-936-1375 if you have any questions about either Awards or Nominations for Elected Office. Thank you

Journal of College Counseling

Alan M. Schwitzer
Old Dominion University

The *Journal of College Counseling* is the scholarly journal of the American College Counseling Association and is one of the important benefits of ACCA membership. Articles published in the *JCC* inform the practice of counselors working in higher education settings. In the Fall 2007 issue now in production, readers can anticipate articles on such important topics as self-injury and loneliness, high risk drinking in college athletes, and use of counseling by Asian, Latino, and international students. With the Fall 2007 issue, the journal will complete a full decade of publication!

The Journal's editors are: Alan M. "Woody" Schwitzer, Old Dominion University, Editor; Kelly Wester, University of North Carolina at Greensboro, and Douglas A. Guiffrida, University of Rochester, Associate Editors. The *JCC* is peer reviewed by about 25 college counseling scholars who are members of ACCA. Researchers and practitioners are encouraged to submit Research, Professional Issues, and Innovative Practices manuscripts for review for publication in the journal.

See the ACCA Website or email jcc@odu.edu for Author Guidelines and additional information. Announcements about opportunities to serve the journal appear occasionally throughout the year. We look forward to submissions and your interest!

ACA By-Laws

Joyce R. Thomas
ACCA Secretary

ACCA By Laws

Proposed Amendments and Vote of the Membership

The ACCA Executive Council has identified several portions of the By Laws that need to be amended. Amending the By Laws requires that our membership have ample time (at least 30 days prior to the next business meeting) to review the proposed changes and then be given the opportunity to vote on these changes.

We will be voting on these proposed amendments at the Lunch and Business Meeting during the 2008 ACCA National Conference in Savannah. The Lunch and Business Meeting is scheduled to take place on Friday, February 8 from 12:00-1:30pm.

The following are the proposed By Laws changes as well as a brief explanation about each change. If you would like to reference the complete copy of our current By Laws, please visit our By Laws link found in the Resources section of the ACCA website (<http://www.collegecounseling.org/resources.html>). If, after reviewing the following proposed amendments, you have questions or need clarification, please do not hesitate to contact me directly. thomasj@otc.edu, 417-447-6973

Article II Membership Section 2. Types of Membership. (a) Unified Membership (voting)

PROPOSED CHANGE: Delete the word “voting” following Unified Membership.

Comments: The word “voting” is indicated in parentheses after Unified Membership. As approved by our members on April 19, 2005, ACCA-only members are eligible to vote as well.

Article II Membership Section 2. Types of Membership. (a) Unified Membership (voting)

PROPOSED CHANGE: Add two additional membership categories to the types of Unified Memberships. Recommend adding the following two categories between Professional and Student:

Regular: Individuals whose interests and activities are consistent with those of ACCA/ACA but who are not qualified for professional membership.

New Professional: Status is applicable only to current student members who have graduated in the past 12 months. Status is good for one year.

Comments: The ACA required that the ACCA add these two additional categories in 2005 during the development of our Conference Registration folder for our National Conference in Reno. Since that time, we have advertised that we offer these five categories of Unified Membership in our membership brochure, P&P and in our Conference registration materials.

Article II Membership Section 4. Rights and Privileges.

Unified members are eligible to vote on matters coming before the Association and are eligible to hold office in the Association

PROPOSED CHANGE: Amend current language to indicate that ACCA-only members can also vote. Recommend utilizing the language from our Policies and Procedures manual to replace current language. The new wording would read as follows:

All members are eligible to vote on matters coming before the Association; however, only unified members are eligible to hold office in the Association.

Comments: The current wording gives no indication that ACCA-only members can also vote.

Article III Officers

Section 1. Elected Officials.

The elected officials of ACCA shall be the President, the President-Elect, the Immediate Past President, a Secretary, a Treasurer, the representative to the ACA Governing Council, and three members at large, one of whom shall be a student member at the time of the election. All elected officials shall be voting members of ACCA.

PROPOSED CHANGE: Amend last sentence of this section to indicate that only Unified Members are eligible to be officers. Recommend changing current language of this last sentence to the following:

All elected officials shall be Unified Members of ACCA.

Comments: Although the current language is true (“All elected officials shall be voting members of ACCA”), Executive Council members must also be Unified members. ACCA-only members can vote, but to be eligible for Executive Council, officers must be members of both ACA and ACCA.

Article IV

Executive Committee and Executive Council Section 1. Executive Committee.

The Executive Committee of ACCA shall consist of the President, President-elect, Immediate Past President, Secretary, Treasurer and the Representative to the ACA Governing Council. This Committee shall be empowered to conduct the business of the association between meetings of the Executive Council.

PROPOSED CHANGE: Amend composition of the Committee by eliminating “Governing Council Representative” from the list of members on the Committee. This section should read as follows:

The Executive Committee of ACCA shall consist of the President, President-elect, Immediate Past President, Secretary, and Treasurer. This Committee shall be empowered to conduct the business of the association between meetings of the Executive Council.

Comments: The current wording indicates that the ACCA Representative to the Governing Council is also a member of the Executive Committee. This is incorrect. The Governing Council representative is not a member of the Executive Committee and needs to be deleted from the Committee composition.

Article V Meetings

Section 1. Executive Council.

The ACCA Executive Council shall meet at least once each year. A meeting of the ACCA Executive Council shall be held at the time and place of each National Conference of ACA.

PROPOSED CHANGE: Change language to distinguish ACA Conferences with ACCA Conferences. Recommend changing second sentence to read as follows:

A meeting of the ACCA Executive Council shall be held at the time and place of each National Convention of ACA.

Comments: See “Comments” under #7

Article V Meetings

Section 2. Membership.

An annual meeting of the ACCA membership shall be held yearly at the ACA Conference or the ACCA Conference for the purpose of hearing summary reports from officers and committees and conducting such business of the Association as deemed necessary by the Executive Council.

PROPOSED CHANGE: Change language to differentiate ACA Conferences with ACCA Conferences. Recommend changing this section to read as follows:

An annual meeting of the ACCA membership shall be held yearly at the ACA National Convention or the ACCA Conference for the purpose of hearing summary reports from officers and committees and conducting such business of the Association as deemed necessary by the Executive Council.

Comments on 6 & 7: When ACCA began sponsoring its own Conferences, the Executive Council began to utilize "Conference" to reference ACCA's event and "Convention" to reference ACA's event. Our language in the P&P, website, membership brochure and minutes all reflect this differentiation.

Article VI Committees

Section 2. Composition and Function of Standing Committees. (b) Executive Committee

The Executive Committee shall consist of President, Past President, President-Elect, Secretary, Treasurer, and the ACCA Representative to the ACA Governing Council.

PROPOSED CHANGE: Amend composition of the Committee by eliminating "Governing Council Representative" from the list of members on the Committee. This section should read as follows:

(1) The Executive Committee shall consist of President, Past President, President-Elect, Secretary and Treasurer.

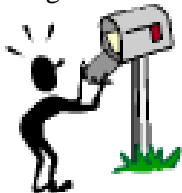
Comments: As indicated in number 5, the current wording indicates that the ACCA Representative to the Governing Council is also a member of the Executive Committee. This is incorrect. The Governing Council Representative is not a member of the Executive Committee and needs to be deleted from the Committee composition.

From the Editor

Melanie M. Bullock

Thanks to all of you that contributed to this edition of *Visions*!

Submissions for the spring edition are due February 15th. Please submit articles, mini-case studies, literature reviews, and announcements on what is happening in the "world of college counseling."



Send submissions for
dr.mbullock@gmail.com
Please include *Visions* in your
email subject line.

ACCA 4th National Conference Savannah, Georgia February 6-9, 2008

The 4th national American College Counseling Association conference, in conjunction with the 15th Georgia College Counseling Association conference, Opening New Channels In College Counseling, will be held in Savannah, Georgia, Feb. 6-9, 2008, so please make your travel plans very soon!

The registration form and list of programs are on the ACCA website, www.collegecounseling.org. The registration fee includes two lunches and an opening reception which is a wonderful opportunity for college counselors to network with colleagues.

There is also a graduate student reception and mentor program. ACCA encourages graduate students to attend and their registration super saver rate is \$100.

There will be 6 hours of ethics CEUs and 16 hours of total CEUs at the conference. There are 3 excellent pre-conference workshops which offer an additional 6 hours of CEUs each.

Our keynote speaker is Richard Kadison, from Harvard University, who co-authored the book, *College of the Overwhelmed: The Campus Mental Health Crises and What To Do About It*.

The conference will be held at the Hyatt Regency-Savannah and reservation information is on the website. This hotel is located on River Street in the midst of the historic district of Savannah. The rooms are at a rate of \$160.00 per night.

Bring your walking shoes, as you are able to walk everywhere in Savannah! There will be tours offered during and after the conference for those of you that are interested. The hotel will also have many more tours available at the concierge desk.

If you have any questions, please do not hesitate to email Sylvia Shortt, sshortt@westga.edu, conference committee chair. Continue to watch the website for updated conference information. See you in February in Savannah!

Multicultural Sports Counseling

Taunya Marie Tinsley
California University of Pennsylvania

I have been asked to contribute to *Vision* in the form of a column for counselor educators and I welcome the opportunity to share information on multicultural sports counseling.

In December 2005, I graduated from Duquesne University's Executive Doctoral Program in Counselor Education and Supervision (ExCES). My dissertation, *The Self-Reported Multicultural Sports Counseling Competencies among Professional School Counselors and Play It Smart Academic Coaches*, was born as a result of my cognate in cross-cultural athletic counseling. Specifically, my study explored the multicultural sports counseling competencies among school counselors and other professionals who provided services to high school student athletes.

Counseling athletes and sports counseling have been major topic areas written about in the professional literature for over thirty years. However, the practice of counseling athletes preceded the development of preparation programs for educating counselors for this unique cultural group. In 1995, members of the Association for Counselor Educators and Supervisors' coordinated a project titled *Counselors of Tomorrow* where they outlined competencies for athletic [sports] counseling (Nejedlo, Arrendondo, & Benjamin, 1995).

Sports counseling is defined as "a process which attempts to assist individuals in maximizing their personal, academic, and athletic potential. This [sports counseling] is accomplished through a proactive, growth-oriented approach that incorporates the principles of counseling, career development, movement science, psychology, and human development" (Nejedlo et al., 1985, p.9). There are many benefits of participating in sports. However, the risks of sports participation pose more challenges to the psychological, physical and social development of student athletes than the developmental tasks faced by non-athletes. Some of the risks may include problems as diverse as retirement from sport, identity foreclosure, drug and alcohol abuse, and career development issues.

By extending the principles of multicultural counseling to include student athletes, counselor educators and

professional counselors may be in a better position to receive formalized training beyond the basic counselor preparation, respond to the developmental needs of athletes, and enhance the quality of counseling services they provide.

I developed the *Multicultural Sports Counseling Competencies* based on the language and statements from the Multicultural Counseling Inventory (Sodowsky, et al., 1994). Multicultural Sports Counseling Competencies is defined as the extent to which the counselor has developed and integrated awareness, knowledge and skills while maintaining a positive counseling relationship necessary to work with the athlete population (Sodowsky, et al., 1994; Tinsley, 2005).

Multicultural awareness of student athletes is the proactive multicultural sensitivity and responsiveness towards athletes, extensive interactions and life experiences with sports and athletes, broad-based cultural understanding, advocacy within institutions, enjoyment of the athlete population, and an increase in student athlete's caseloads. Multicultural counseling knowledge of student athletes is the ability to conduct culturally relevant case conceptualization and treatment strategies, assess cultural information, and conduct multicultural sports counseling research.

Multicultural counseling skills is the success with the retention of student athlete cases, recognition of and recovery from cultural mistakes, use of nontraditional methods of assessment, counselor self-monitoring, and tailoring structured versus unstructured counseling sessions to the needs of student athletes. Multicultural counseling relationship is the counselor's interaction process with student athletes, such as counselor's trustworthiness, comfort level, stereotypes of student athletes, and worldview.

An important implication of my findings is that counselor education programs may want to consider implementing strategies to address the multicultural sports counseling competencies among counselor trainees. Strengthening these competencies may assist to increase counselor trainees' self-reported proficiency with providing counseling services to the student athlete population.

One strategy for counselor education programs is to first recognize that athletes are a unique cultural group with specific developmental needs and to make specialized training available to counselor trainees and post-master's students. Counselor education programs may want to consider incorporating the athlete population as part of the multicultural counseling course curriculum. Programs may

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number of students rather than filling up the three campus counselors' schedules with a weekly caseload avoids a waiting list. In addition, this opens times on the counselors' schedules to accommodate last minute campus emergencies and acute referrals. Finally, matching students with the appropriate level of treatment allows those students in need of after hours and weekend coverage to receive care when the counseling center is closed.

There are some disadvantages and obstacles to referring undergraduate students to health care providers in the community. It is difficult for the students to "start over" with another provider once they have gotten the courage up to attend campus counseling and have begun to share their clinical histories. Also, it is university policy that freshmen do not have automobiles on campus, which makes transportation to counseling sessions complicated. The health center provides reliable, free transportation to all medical appointments including therapy, but there has been negative feedback about sharing a van with other students and the extra time added when coordinating a driving schedule with several stops.

Insurance compatibility is another challenge. When a student presents with a very limited plan or a restricted out-of-state plan, a significant amount of case management time is required to match her with qualified providers. When students were expecting campus counseling to be completely confidential, they sometimes worried that their parents would be notified that their insurance is being utilized. This can be a difficult deterrent for some students, depending on the treatment issue and relationship with parents. Often a joint phone call from the campus counselor and the student to the parent can facilitate and improve communication and support by educating parents on their child's needs. There are students who however refuse to sign a release of information and decline assistance in contacting their parents regarding treatment and insurance utilization.

By carefully selecting providers, matching students and providers appropriately, and educating parents on supporting the process, students often continue with the outside provider for several semesters. Yet there are students who

stop attending sessions, and students who comply with weekly meetings without much of a change in behavior, thus drawing campus attention with issues such as alcohol abuse, suicidal ideation or self mutilation, and aggressive behavior. Campus counseling and/or residential life staff first intervene and then coordinate after care treatment with the outside providers.

Although there are limitations to the brief treatment model, this protocol allows the greatest number of students to be seen without overloading counselor schedules. The majority of students are treated solely on campus via the brief treatment model, and those students requiring more intensive support are connected with appropriate, qualified resources. As the number of students seeking treatment grows in quantity and severity, the brief treatment model with community based referrals is an effective method to provide comprehensive and time sensitive care.

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also want to consider developing a complete course devoted to the developmental needs of the student athlete. For example, at both California University and Duquesne University, we offered a three-credit course titled *Issues and Techniques in Counseling Athletes* based on the competencies and model developed by Nejedlo et al. (1985). The course examines current counseling strategies used with members of sports teams at the youth, high school, college and professional levels.

Finally, counselor education programs may want to consider developing a post-master's degree program or certificate program in sports counseling. There is a growing diversity within the counseling profession, as evident by the number of members that subscribe to the American Counseling Association's Sports Counseling Interest Network, who may be interested in preparation programs to work with the athlete population. California University has proposed an online nine-credit sports counseling certificate to begin next summer 2008.

It is my hope that this column provided information on multicultural sports counseling and provided specific suggestions for counselor education programs. If you are interested in joining the American Counseling Association's

Sports Counseling Interest Network, email Holly Clubb (hclubb@counseling.org) with your name, email address and ACA membership status.

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